

What will be in the search results?

[Home](#) | [Print Documents](#) | [Administrator Selection](#) | [Evaluation Start](#) | [Review Scores](#) | [Logout](#)REIL is an initiative of
MCESA

Maricopa County Education Service Agency

| Select | Name | ID | Evaluation Start Date | Evaluation Type | Status |
|-------------------------------------|----------|-------|-----------------------|-----------------|-----------|
| <input checked="" type="checkbox"/> | Smith | 10001 | 09/01/10 | Observation | Saved |
| <input type="checkbox"/> | Smithson | 2002 | 09/15/10 | Documentation | Submitted |
| <input type="checkbox"/> | Smithy | 3004 | | | |

Administrator Selection

Search by Last Name or ID number

search

Search

Selecting the Leader
populates this form.

HQT ID [Populate from Search Results](#)

Last Name [Populate from Search Results](#)

First Name [Populate from Search Results](#)

Middle Initial [Popula](#)

District ID [Populate from Search Results](#)

School ID [Populate from Search Results](#)

District Name [Populate from Search Results](#)

School Name [Populate from Search Results](#)

Report Information Error

Not counting the current school year, how many TOTAL years of School Administrator experience does this leader have? Include years outside of this school/district.

0

1-2

3-10

11+

Not known

Save

Enter Scores - Select One Below:

Observaton Setting: Business Meeting

Documentation: Continuous Improvement Plan and Budgets

Enter Event Date:

/

/

Enter Scores

Print Documents

Review Scores

Enter Session Date
should allow a
calendar pop-up

A Web Page

http://

Error Form

This will provide information and or
send an email to a support group
TBD.

Submit Error Report

Either Setting or documentation
selection is allowed.
Selecting one disables the

[Home](#)[Print Documents](#)[Administrator Selection](#)[Evaluation Start](#)[Review Scores](#)[Logout](#)

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Maricopa County Education Service Agency

**Approved**

Select Documents

Administrator Field Documents

Observation Setting

- ☐ Leadership Team Meeting
- ☒ Business Meeting
- ☐ Professional Development / Learning Meeting
- ☒ PLC or Grade Level / Department Meeting
- ☐ Teacher Observation and Scoring
- ☐ Teacher Pre- and Post-Conference
- ☐ Walk-through Visit of Classroom

Documentation

- ☐ Continuous Improvement Plan and Budgets
- ☒ Educator Goal Plans and School PD Plans
- ☐ Student Achievement Data
- ☐ Management Systems and Artifacts
- ☐ Teacher Evaluation Data
- ☐ Parent Survey
- ☐ Staff Survey
- ☐ Student Survey

Teacher Field Documents

- ☐ Observation Score
Collection Sheet

- ☐ Observation Setting
Analysis Document

Complete Observation Sets

- ☐ Leading Observation
Instrument
(Administrator)

- ☐ Learning Observation
Instrument
(Teacher)

[Preview Selected Documents](#)[Print Selected](#)

This control would display the first document to be printed. The system should iterate over the documents selected until all selected documents are printed.





Business Meeting Observation

Print

Page 5L

Close

Administrator Name: _____

School Name: _____

District Name: _____

Page 1

Event Date: _____

Event Comments: _____

Rubrics should not break across pages. Rubric Definitions should repeat if Rubrics exceed one page. The events comments box should only print on the first page.

Setting and Communicating Direction

The Setting & Communicating Direction rubric is designed to support the school administrator in building a shared vision and plan for continuous improvement, fostering the acceptance of group goals, and setting and communicating high performance expectations.

| | 4 | 3 | 2 | 1 | 0 |
|-----------------------------------|---|---|--|---|---|
| Element | CIP: Continuous Improvement Plan PD: Professional Development | | | | |
| | Descriptors | | | | |
| Shared Purpose | Aligns all key decisions to the vision. Sets benchmarks and milestones in place to check on the progress of the vision. | Ensures the shared vision is clearly articulated and acted upon by staff via specific goals that explain what the vision looks like in the short-term and long-term. Conveys high expectations (verbal & written) for student learning that are aligned to school vision, mission, and goals. | Enlists stakeholders in developing, maintaining, and implementing a vision and mission for high student achievement and college readiness. Communicates and/or references school vision focused on academic outcomes as evidenced by: o Posted vision/mission. o Referenced in planning sessions / meetings. | Communicates and/or references school vision as evidenced by: o Posted vision /mission. o Referenced in planning sessions / meetings. o Referenced in communication materials. | |
| Continuous Improvement Planning | Works with the staff to incorporate action steps in CIP that include: o Differentiated PD with systematic monitoring and coaching. o Targeted student intervention systems for identified sub-populations. (differentiated plans /materials, data analysis, remediation/intervention delivery, progress monitoring, communication). | Works with the staff to include task-analyzed objectives in CIP, aligned to goals, which are sequenced chronologically for PD and student intervention activities | Works with the staff to: o Include task-analyzed objectives that identify milestones toward the goal. o Include action steps and timelines for achieving task-analyzed objectives. o Budget funds and allocate resources and responsible person(s) aligned to each objective. | Aligns objectives to goal(s) in CIP. Lists measurable and attainable action steps for each objective in CIP. Includes source of funding for identified objectives. | |
| Consensus Building Around the CIP | Empowers others to lead conversations with grade level and content area teams centered on the CIP goals. | Builds school consensus around the CIP. | References goals in a variety of ways (e.g., meetings, planning sessions, and communications) to ensure the school-wide goals are present in everyone's mind. | Shares CIP with staff. | |



Business Meeting Observation

Administrator Name: _____ School Name: _____ District Name: _____




Event Date: _____

Event Comments: _____

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Setting and Communicating Direction

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| | 4 | 3 | 2 | 1 | 0 |
|---|---|---|--|---|---|
| Element | CIP: Continuous Improvement Plan PD: Professional Development | | | | |
| | Descriptors | | | | |
| Shared Purpose  | Aligns all key decisions to the vision. Sets benchmarks and milestones in place to check on the progress of the vision. | Ensures the shared vision is clearly articulated and acted upon by staff via specific goals that explain what the vision looks like in the short-term and long-term. Conveys high expectations (verbal & written) for student learning that are aligned to school vision, mission, and goals. | Enlists stakeholders in developing, maintaining, and implementing a vision and mission for high student achievement and college readiness. Communicates and/or references school vision focused on academic outcomes as evidenced by: o Posted vision/mission. o Referenced in planning sessions / meetings. | Communicates and/or references school vision as evidenced by: o Posted vision /mission. o Referenced in planning sessions / meetings. o Referenced in communication materials. | |
| Continuous Improvement Planning  | Works with the staff to incorporate action steps in CIP that include: o Differentiated PD with systematic monitoring and coaching. o Targeted student intervention systems for identified sub-populations. (differentiated plans /materials, data analysis, remediation/intervention delivery, progress monitoring, communication). | Works with the staff to include task-analyzed objectives in CIP, aligned to goals, which are sequenced chronologically for PD and student intervention activities | Works with the staff to: o Include task-analyzed objectives that identify milestones toward the goal. o Include action steps and timelines for achieving task-analyzed objectives. o Budget funds and allocate resources and responsible person(s) aligned to each objective. | Aligns objectives to goal(s) in CIP. Lists measurable and attainable action steps for each objective in CIP. . Includes source of funding for identified objectives. | |
| Consensus Building Around the CIP  | Empowers others to lead conversations with grade level and content area teams centered on the CIP goals. | Builds school consensus around the CIP. | References goals in a variety of ways (e.g., meetings, planning sessions, and communications) to ensure the school-wide goals are present in everyone's mind. | Shares CIP with staff. | |



Business Meeting Observation

Print

Close

Page 2

Building Relationships

The Building Relationships rubric is designed to support the school administrator in fostering genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect. The school administrator affirms and empowers others to work in the best interests of all students.

| | 4 | 3 | 2 | 1 | 0 |
|---|---|---|--|---|---|
| Element | CIP: Continuous Improvement Plan | | PD: Professional Development | | |
| | Descriptors | | | | |
| Accessibility | Structures frequent and regular opportunities for intentional / planned contact and interactions with students and staff in classrooms and throughout the school, and with colleagues and district staff. Provides accessible information about student expectations and progress to students, parents and staff through an array of forums and multiple formats. Partners with parents to create a school community that welcomes and values parents in the school (e.g., front office staff, volunteerism, neighborhood outreach or extensions of school, home visits, PTO, site councils). | Structures daily opportunities for intentional / planned contact and interactions with students, staff, and parents in classrooms and throughout the school. Provides accessible information about student expectations and progress to students, parents, and staff. Creates a school community that welcomes and values parents in the school (e.g., front office staff, volunteerism, neighborhood outreach or extensions of school, home visits, PTO, site councils). | Ensures visibility through daily opportunities for contact and interactions with students, staff, and parents in classrooms and throughout the school. Provides accessible information about student expectations to students, parents, and staff. Makes families and communities feel welcome and respected, responds to concerns, and engages in authentic dialogue with parents | Is visible at various times throughout the school day. Informs students, parents, and staff about academic and behavioral expectations. Responds to parent questions and concerns in a timely manner. | |
| Celebrating Individual and Team Accomplishments | Celebrates student and staff achievement of benchmarks and milestones aligned to the vision. | Implements a system to acknowledge and celebrate individual and team academic successes on a consistent basis | Celebrates individual and team accomplishments on a formal and informal basis. | Celebrates individual and team accomplishments on an informal basis. | |
| Mutual Trust and Respect | Facilitates students and staff ability to demonstrate use of active listening with one another to set a tone of mutual trust and respect between all parties. Differentiates communication style and demonstrates a positive and appropriate rapport with students, staff, families, community members | Demonstrates active listening skills and incorporates different perspectives into decisions to set a tone of mutual trust and respect. Responds appropriately to differing sets of values or points of view. | Demonstrates active listening in conversations with students, parents, and staff to demonstrate empathy and concern for the well-being of individual students and staff personally and professionally | Responds to students, parents and staff in a respectful way. Listens respectfully to students, parents and staff. | |
| Transparent Decision Making | Provides a process/system for staff, parents, and students to proactively identify challenges and participate in opportunities to assist in solving challenges or making decisions that impact the schools progress toward achieving CIP goals. | Proactively identifies challenges and provides opportunities for students, staff, and parents to assist in solving challenges or making decisions that impact the schools progress toward achieving CIP goals. | Involves staff, students and parents in decision-making concerning CIP. Includes times on meeting agendas for adults to actively participate in school-wide decisions. | Ensures staff, students, and parents sit on committees for school improvement. Provides opportunities for students, staff, and families to voice questions or concerns | |
| Communication of Expectations & Progress | Implements systems, processes, and structures for two-way communication of concerns, decisions, plans, and on-going progress monitoring. | Creates expectations and puts structures in place for consistent communication from teachers to families about student progress | Develops systems to increase communication with families and the community. | Communicates key school information and events to staff on a regular basis. | |
| Conflict Resolution | Adjusts plans, and identifies strategies and opportunities for relationship building with staff based on analysis of individual conflicts and patterns of conflict between values and practice. Learns from and encourages differing perspectives to gain new perspectives and improve school-wide practices. | Incorporates different perspectives (including voices of dissent) into decisions consistently striving for mutually beneficial solutions that further the vision of the school. Analyzes sources of influence to fully understand resistant attitudes or behaviors. Makes decisions based on school vision, mission and goals and considers culture or individuals needs in planning and implementation of next steps. | Engages staff members in crucial conversations when consensus building and other collaborative strategies have not been effective. Handles dissent from subordinates in a constructive manner. Communicates decisions and utilizes effective strategies for addressing inappropriate staff, student, or parent actions, or absence of action, based on decision. | Identifies and resolves most conflict. | |



Approved Pending Changes discussed

Business Meeting Observation

Print

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Close

Page 3

Developing the Organization

The Developing the Organization rubric is designed to support the school administrator in building collaborative cultures, fostering professional growth and leadership, and connecting the school to its wider environment.

| | 4 | 3 | 2 | 1 | 0 |
|---------------------------------------|--|--|---|--|---|
| | CIP: Continuous Improvement Plan | | PD: Professional Development | | |
| Element | Descriptors | | | | |
| Facilitation of Effective Meetings | <p>Listens actively and connects meeting content to school goals and values.</p> <p>Ensures meeting participants share ideas concisely with clear points.</p> <p>Checks for understanding with meeting participants to ensure clear expectations for person(s) responsible, due date, and manner</p> | <p>Utilizes appropriate facilitation and leadership strategies for specific meeting.</p> <p>Utilizes a variety of strategies in an effective manner (e.g., clarifies ideas, establishes time limits, sticks to the agenda, and ensures priority items are adequately addressed).</p> <p>Shares responsibility with members of team for adhering to norms and referencing norms during meeting as needed.</p> | <p>Uses effective communication strategies for specific audience.</p> <p>Makes efficient use of time; progress is made on majority of action items.</p> <p>Uses one or more strategies for facilitation (e.g., clarifies ideas, establishes time limits, sticks to the agenda).</p> <p>Documents and utilizes norms as a strategy for achieving meeting outcomes.</p> <p>Ensures next steps are clearly identified.</p> | <p>Uses communication strategies for specific audience.</p> <p>Establishes norms.</p> | |
| Recruitment, Retention and Succession | <p>Identifies, equips, and places staff members in career pathway positions to ensure succession plans for every position in the school.</p> <p>Identifies and implements concrete strategies to retain high caliber teachers.</p> | <p>Provides formal and informal leadership opportunities to mentor emerging leaders, including development of highly effective leadership team members.</p> <p>Actively seeks and places student teachers and administrative interns with highly effective staff members to "grow own" candidates for new openings.</p> <p>Delegates appropriate tasks to competent staff members, checks on progress, and provides support.</p> | <p>Identifies, trains, and advises effective teachers in order to build leadership capacity consistent with school needs.</p> <p>Establishes systems for orientation, mentoring, and support for new classified and certified staff.</p> <p>Establishes relationships with new employees with frequent opportunities to address questions and needs.</p> | <p>Identifies effective teachers and provides opportunities to build leadership skills consistent with school needs.</p> <p>Supports ineffective teachers with intensive assistance plans.</p> | |
| Change Process | <p>Involves teachers in selective abandonment of practices unaligned to research-based strategy or CIP to overcome obstacles of time, resources, and energy required for new initiatives.</p> | <p>Manages change and moves key stakeholders from agreement to commitment, employing the tools and strategies most likely to be effective in various situations.</p> | <p>Uses knowledge of change theory to develop and apply specific strategies to support school staff as they engage in changing classroom practice in alignment with school and district initiatives.</p> <p>Addresses resistance to change; takes specific steps to move stakeholders to agreement.</p> | <p>Uses tools and strategies to build agreement for change.</p> | |

Securing Accountability

The Securing Accountability rubric is designed to support the school administrator in creating conditions for student success and contributing to the effective management of the school so that everyone can focus on teaching and learning. The school administrator monitors the continuous improvement plan (CIP) to meet or exceed rigorous, student achievement goals in order to close achievement gaps or maintain high levels of performance.

| | 4 | 3 | 2 | 1 | 0 |
|-------------------------------|---|--|---|--|---|
| | CIP: Continuous Improvement Plan | | PD: Professional Development | | |
| Element | Descriptors | | | | |
| Manages Day-to-Day Operations | <p>Creates and maintains effective systems (e.g., discipline, attendance) to support and monitor instructional priorities and minimize interruptions to instruction.</p> <p>Identifies and empowers key staff to maintain and monitor school systems.</p> | <p>Creates and maintains effective systems (e.g., discipline, attendance) to support instructional priorities, ensuring a clean, safe, efficient, orderly, and effective learning environment.</p> <p>Manages time to monitor classroom instruction through short- and long-term planning.</p> | <p>Creates systems (e.g., discipline, attendance) to support instructional priorities, promoting a clean, safe, efficient, orderly, and effective learning environment.</p> | <p>Manages the organization and operation for a clean, safe, orderly, learning environment.</p> <p>Attends to and complies with school operations.</p> <p>Addresses employee discipline appropriately.</p> | |
| Manages School Resources | <p>Allocates or reallocates resources time, schedule, technology, staff, funding) based on proven effectiveness in meeting student achievement goals.</p> | <p>Collaborates with key staff to evaluate effectiveness of fiscal resource use relative to the attainment of school goals and improvement of student achievement.</p> <p>Maximizes and aligns use of all resources (time, schedule, technology, staff, funding) to maximize student learning.</p> | <p>Collaborates with key staff to establish and implement a process for allocating appropriate fiscal resources to support the school goals and improve student achievement.</p> <p>Ensures equitable distribution of highly effective staff members.</p> | <p>Establishes a process to allocate appropriate fiscal resources that support the school goals and improve student achievement.</p> <p>Makes high-quality staff selections</p> | |



Administrative Name: _____

School Name: _____

District Name: _____

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Event Date: _____

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Event Comments:

Setting and Communicating Direction

The Setting & Communicating Direction rubric is designed to support the school administrator in building a shared vision and plan for continuous improvement, fostering the acceptance of group goals, and setting and communicating high performance expectations.

| Element | 4 | | 3 | | 2 | | 1 | | 0 | |
|-----------------------------------|--|--|--|--|--|------------------------------|--|--|---|--|
| | CIP: Continuous Improvement Plan | | | | | PD: Professional Development | | | | |
| Descriptors | | | | | | | | | | |
| Shared Purpose | Aligns all key decisions to the vision. Sets benchmarks and milestones in place to check on the progress of the vision. | | Ensures the shared vision is clearly articulated and acted upon by staff via specific goals that explain what the vision looks like in the short-term and long-term. Conveys high expectations (verbal & written) for student learning that are aligned to school vision, mission, and goals. | | Enlists stakeholders in developing, maintaining, and implementing a vision and mission for high student achievement and college readiness. Communicates and/or references school vision focused on academic outcomes as evidenced by: o Posted vision/mission o Referenced in planning sessions / | | Communicates and/or references school vision as evidenced by: o Posted vision/mission o Referenced in planning sessions / meetings o Referenced in communication materials. | | | |
| Goal Setting | Works with school & district leadership team to use multiple longitudinal measures of data/evidence, with feedback from staff, to assess the strengths & weaknesses of the school in order to set district-aligned goals for the CIP. Ensures measurable indicators for significant and achievable growth for all students, with designated subgroups and content/grade-level specific goals (e.g., 5th grade literacy ELL, high school algebra), are in place. | | Facilitates leadership team in diagnosis of the school's strengths and weaknesses, using multiple sources of data/evidence to set measurable district-aligned goals for the CIP. Ensures targeted goal(s) for prioritized student subgroups (e.g., 3rd grade ELL, 10th special education) are in place. | | Analyzes teacher evaluation and student achievement data to determine strengths and weaknesses in order to set measurable district-aligned goals for the CIP. | | Sets attainable, rigorous student achievement goals to close achievement gaps or maintain high levels of performance | | | |
| Continuous Improvement Planning | Works with the staff to incorporate action steps in CIP that include: o Differentiated PD with systematic monitoring and coaching o Targeted student intervention systems for identified sub-populations. (differentiated plans/materials, data analysis, remediation/intervention delivery, progress monitoring, communication). | | Works with the staff to include task-analyzed objectives in CIP, aligned to goals, which are sequenced chronologically for PD and student intervention activities | | Works with the staff to: o Include task-analyzed objectives that identify milestones toward the goal. o Include action steps and timelines for achieving task-analyzed objectives. o Budget funds and allocate resources and responsible person(s) aligned to each objective. | | Aligns objectives to goal(s) in CIP. Lists measurable and attainable action steps for each objective in CIP. Includes source of funding for identified objectives. | | | |
| Consensus Building Around the CIP | Empowers others to lead conversations with grade level and content area teams centered on the CIP goals. | | Builds school consensus around the CIP. | | References goals in a variety of ways (e.g., meetings, planning sessions, and communications) to ensure the school-wide goals are present in everyone's mind. | | Shares CIP with staff. | | | |

Building Relationships

The Building Relationships rubric is designed to support the school administrator in fostering genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect. The school administrator affirms and empowers others to work in the best interests of all students.

| | | 4 | 3 | 2 | 1 | 0 |
|--|--|--|--|--|---|---|
| | | CIP: Continuous Improvement Plan | | PD: Professional Development | | |
| Element | Descriptors | | | | | |
| Mutual Trust and Respect | Facilitates students and staff ability to demonstrate use of active listening with one another to set a tone of mutual trust and respect between all parties. Differentiates communication style and demonstrates a positive and appropriate rapport with students, staff, families, community members | Demonstrates active listening skills and incorporates different perspectives into decisions to set a tone of mutual trust and respect. Responds appropriately to differing sets of values or points of view. | Demonstrates active listening in conversations with students, parents, and staff to demonstrate empathy and concern for the well-being of individual students and staff personally and professionally | Responds to students, parents and staff in a respectful way. Listens respectfully to students, parents and staff. | | |
| Transparent Decision Making | Provides a process/system for staff, parents, and students to proactively identify challenges and participate in opportunities to assist in solving challenges or making decisions that impact the schools progress toward achieving CIP goals. | Proactively identifies challenges and provides opportunities for students, staff, and parents to assist in solving challenges or making decisions that impact the schools progress toward achieving CIP goals. | Involves staff, students and parents in decision-making concerning CIP. Includes times on meeting agendas for adults to actively participate in school-wide decisions. | Ensures staff, students, and parents at an committees for school improvement. Provides opportunities for students, staff, and families to voice questions or concerns | | |
| Communication of Expectations & Progress | Implements systems, processes, and structures for two-way communication of concerns, decisions, plans, and on-going progress monitoring. | Creates expectations and puts structures in place for consistent communication from teachers to families about student progress | Develops systems to increase communication with families and the community. | Communicates key school information and events to staff on a regular basis. | | |
| Conflict Resolution | Adjusts plans, and identifies strategies and opportunities for relationship building with staff based on analysis of individual conflicts and patterns of conflict between values and practice. Learns from and encourages differing perspectives to gain new perspectives and improve school-wide practices. | Incorporates different perspectives (including voices of dissent) into decisions consistently striving for mutually beneficial solutions that further the vision of the school. Analyzes sources of influence to fully understand resistant attitudes or behaviors. Makes decisions based on school vision, mission and goals and considers culture or individuals needs in planning and implementation of next steps. | Engages staff members in crucial conversations when consensus building and other collaborative strategies have not been effective. Handles dissent from subordinates in a constructive manner. Communicates decisions and utilizes effective strategies for addressing inappropriate staff, student, or parent actions, or absence of action, based on decision. | Identifies and resolves most conflict. | | |

Administrator Name: _____ School Name: _____ District Name: _____ Page 1 of 2
Event Date: _____ [Next Page >](#)

Event Comments: _____

Developing the Organization

The Developing the Organization rubric is designed to support the school administrator in building collaborative cultures, fostering professional growth and leadership, and connecting the school to its wider environment.

| | 4 | 3 | 2 | 1 | 0 |
|---------------------------------------|--|---|--|--|---------------------------------------|
| | CIP: Continuous Improvement CIP | | PD: Professional Development | | |
| Element | Descriptors | | | | |
| Facilitation of Meetings | Listen actively and conduct meeting prior to school goals and values. | Utilize appropriate facilitation and leadership strategies for specific meeting. | Use effective communication strategies for specific audience. | Use communication strategies for specific audience. | |
| | Ensure meeting participants share ideas concisely with clear points. | Utilize a variety of strategies in an effective manner (e.g., clarify ideas, establish time limits, slide to the agenda, and ensure priority items are adequately addressed). | Make efficient use of time; progress is made in majority of each item. | Establish norms. | |
| Professional Development | Check for understanding with meeting participants to ensure clear expectations (e.g. priority), measurable, due date, and | Share responsibility with members of team for achieving to norms and referencing norms during meeting as needed. | Documents and utilizes norms as a strategy for achieving meeting outcomes. | | |
| | Evaluates on-going PD objectives and coaching cycles for their impact on attainment of school goals. | Works with leadership team to establish weekly or monthly PD expectations and activities that are connected to a year PD objective and aligned to prior PD goal with reference to CIP goals. | Creates multiple strategies for PD (e.g. formal, informal, small group, individual, grade level, content teams, and individual). | Requires short- and long-term PD for all individual staff members based on goals in Educator Goal Plans, derived from teacher evaluation data and focused on increasing student achievement. | |
| | Ensure PD training objectives are differentiated to flexible groups of teachers based on content knowledge, content, current best practices, and/or instructional element needs identified in individual growth plans. | Support staff implementation of professional learning with coaching cycle (i.e., planning, training, application, observation, coaching, check for understanding) for groups of teachers based on student achievement, teacher instructional proficiency, and/or teacher content knowledge. | Ensures school-level PD is aligned to CIP goals. | Establishes weekly or monthly teacher coaching objective for assigned teachers and provides feedback to teachers on classroom implementation based on current PD. | Implements a PD plan, aligned to CIP. |
| | | | | | |
| Recruitment, Retention and Excellence | Identifies, engages, and places staff members in career pathway positions to ensure successful path to career position in the school. | Provide formal and informal leadership opportunities to mentor emerging leaders, including development of highly effective teacher leadership team members. | Identifies, trains, and advises effective teachers in order to build leadership capacity consistent with leadership to teachers on enrollment. | Identifies effective teachers and provides opportunities to build leadership skills consistent with school needs. | |
| | Identifies and implements concrete strategies to retain high-caliber teachers. | Active voices and places student teachers and administrative interns with highly effective staff members to "grow new" conditions for new openings. | Establishes systems for orientation, mentoring, and support for new classified and certified staff. | Supports ineffective teachers with intensive assistance plans. | |
| Change Process | Delegates appropriate tasks to competent staff members, checks on progress, and provides support. | | Establishes relationships with new employees with frequent opportunities to address questions and needs. | | |
| | Involve teachers in selective abandonment of practices unrelated of research-based strategies in CIP to overcome obstacles (e.g. time, resources, and energy required for new initiatives). | Manage change and move key stakeholders from agreement to commitment, emphasizing the task and strategies most likely to be effective in various situations. | Use knowledge of change theory to develop and apply specific strategies to support school staff as they change. | Use tools and strategies to build organizational change. | |
| | | | Classroom practices in alignment with school district instructional core standards. | Classroom resistance to change; takes specific steps to move stakeholders to agree ment. | |

Leading Instruction

The Leading Instruction rubric is designed to support the school administrator in leading the instructional program through high-level implementation of the teacher evaluation process in order to monitor and evaluate the effectiveness of instruction for the purpose of increased learning outcomes for student. In addition, the school administrator ensures that a rigorous curriculum is in place that is aligned to both state standards and college readiness standards, and that the written curriculum is taught and tested with high fidelity.

| Element | 3 CIP: Continuous Improvement Plan | | 4 PD: Professional Development |
|---|---|--|--|
| | Descriptions | | |
| Editorial Goal Plans <div style="border: 1px solid black; width: 100px; height: 40px; margin-top: 10px;"></div> | Implements system for monitoring Editorial Goal Plan and provides documentation that 100% of teachers achieved their EGP goals. | | Develops and annually reviews Editorial Goal Plan with mentor/coach, subject-specific and departmental steps for assigned teachers using student achievement and teacher observation data. |
| Supervision of Work, Target, & Trended Curriculum | Ensures curriculum plans beyond state standards and tested standards, include evidence of learning, as evidenced by grade-by-grade articulation of skills necessary to be in track to college and career readiness. Engages staff in curriculum planning, implementation, monitoring, and refinement in order to ensure student learning of standards. | | Monitors teaching of the standards in all subjects through analysis of student work, classroom observations, and supervision of professional learning communities (Department meetings/grade-level meetings). Ensures scope and sequence is aligned to year-end goals and revisits and reviews curriculum alignment based on student achievement results. Assesses gaps between written, taught, and tested curriculum, and identifies the modification of materials, programs, strategies, and/or curriculum is needed to address any identified gaps. |
| | | | Monitors teaching of the standards in all subjects through analysis of student work, classroom observations, and supervision of professional learning communities (Department meetings/grade-level meetings). Ensures scope and sequence is aligned to year-end goals and revisits and reviews curriculum alignment based on student achievement results, as evidenced by current and/or reviewed curriculum maps and materials. Creates and annually reviews Editorial Goal Plan for of teachers using refinement goal from assigned teachers' observation. |
| | | | Monitors teaching of the standards in some subjects (or assigned) through analysis of student work, classroom observations, and supervision of professional learning communities (Department meetings/grade-level meetings). Ensures scope and sequence is aligned to year-end goal. |

Securing Accountability

The Securing Accountability rubric is designed to support the school administrator in creating conditions for student success and contributing to the effective management of the school so that everyone can focus on teaching and learning. The school administrator monitors the continuous improvement plan (CIP) to meet or exceed rigorous, student achievement goals in order to close achievement gaps or maintain high levels of performance.

| | 4 | 3 | 2 | 1 | 0 |
|--|--|---|--|---|--|
| | CIP: Continuous Improvement Plan | | PD: Professional Development | | |
| Element | Descriptors | | | | |
| Accountability for each <input type="checkbox"/> | Exceeds what school performance goals for student achievement and or targeted sub groups in core content areas. | Utilizes an effective process to consistently monitor, review and revise PLC, grade, team and department goals to review the CIP, instructional strategies, and/or core themes. | Utilizes an effective process to consistently monitor, review, and revise the CIP (e.g., tri-annual outcomes and goals) to align and adjust plan milestone to monitor, track, and revise program; adjust strategies in order to reach goals. | Utilizes a process to monitor the school improvement plan. | Determinates measurable student achievement gains in core content goal groups. |
| <input type="checkbox"/> | Meets performance goals for student achievement in targeted sub groups in core content areas | Meets performance goals for student achievement in targeted sub groups in core content areas | Meets performance goals for student achievement in core content areas. | | |
| Accountability Systems <input type="checkbox"/> | Uses formative and summative data on student achievement, teacher performance, and school processes throughout the year to improve student learning and achievement. | Develops systems to monitor progress toward academic priorities and creates a plan for overcoming student learning obstacles. Ensures teachers work in teams (at least once monthly) to examine student work, analyze disaggregated data, and implement instructional strategies to improve learning and learning. | Establishes academic priorities that are not negotiable and holds all personnel accountable (e.g., PLCs) accountable for implementing strategies that align teaching and learning with CIP goals and task-oriented objectives. Provides structure (e.g., | References school goals in a variety of forums (e.g., staff meetings, in-service trainings, classroom observations, curriculum meetings) to maintain focus on student learning. | |
| Programs/Initiatives/ Resources <input type="checkbox"/> | Allocates or reallocates resources (time, schedule, technology, staff, funding) based on proven effectiveness in meeting student achievement goals. | Collaborates with key staff to evaluate effectiveness of fiscal resources relative to the attainment of school goals and improvement of student achievement. Maximizes and aligns use of all resources (time, schedule, technology, staff, funding) to maximize student learning. | Collaborates with key staff to evaluate effectiveness of fiscal resources for the purpose of allocating appropriate fiscal resources to support the school goals and improve student achievement. Ensures equitable distribution of highly effective staff members. | Establishes a process to allocate appropriate fiscal resources that support the school goals and improve student achievement. | Makes high-quality staff selections |

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Print Report

Administrator Name

Administrator Name

Event Date

12/12/12

Observation Setting

Business Meeting

Documentation

Event Comments:

Setting and Communicating Direction

Building Relationships

Developing the Organization

Leading Instruction

Securing Accountability

The Leading Instruction rubric is designed to support the school administrator in leading the instructional program through high-level implementation of the teacher evaluation process in order to monitor and evaluate the effectiveness of instruction for the purpose of increased learning outcomes for student. In addition, the school administrator ensures that a rigorous curriculum is in place that is aligned to both state standards and college readiness standards, and that the written curriculum is taught and tested with high fidelity.

| | | | | | |
|---------|----------------------------------|---|------------------------------|---|---|
| | 4 | 3 | 2 | 1 | 0 |
| | CIP: Continuous Improvement Plan | | PD: Professional Development | | |
| Element | Descriptors | | | | |

There are no elements applicable to this rubric for this event.

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Number of entries for each eval type is limited by the system.

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Administrator Name

Administrator Name

Event Date

12/12/12

This date is populated from Leader Entry form

Observation Setting

Business Meeting

Documentation:

Event Comments:

Setting and Communicating Direction

Building Relationships

Developing the Organization

Leading Instruction

Securing Accountability

The Building Relationships rubric is designed to support the school administrator in fostering genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect. The school administrator affirms and empowers others to work in the best interests of all students.

| | 4 | 3 | 2 | 1 | 0 |
|---|---|---|--|---|---|
| Element | CIP: Continuous Improvement Plan | | PD: Professional Development | | |
| Descriptors | | | | | |
| Accessibility | Structures frequent and regular opportunities for intentional / planned contact and interactions with students and staff in classrooms and throughout the school, and with colleagues and district staff. Provides accessible information about student expectations and progress to students, parents and staff through an array of forums and multiple formats. Partners with parents to create a school community that welcomes and values parents in the school (e.g., front office staff, volunteerism, neighborhood outreach or extensions of school, home visits, PTO, site councils). | Structures daily opportunities for intentional / planned contact and interactions with students, staff, and parents in classrooms and throughout the school. Provides accessible information about student expectations and progress to students, parents, and staff. Creates a school community that welcomes and values parents in the school (e.g., front office staff, volunteerism, neighborhood outreach or extensions of school, home visits, PTO, site councils). | Ensures visibility through daily opportunities for contact and interactions with students, staff, and parents in classrooms and throughout the school. Provides accessible information about student expectations to students, parents, and staff. Makes families and communities feel welcome and respected, responds to concerns, and engages in authentic dialogue with parents | Is visible at various times throughout the school day. Informs students, parents, and staff about academic and behavioral expectations. Responds to parent questions and concerns in a timely manner. | |
| 5 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Celebrating Individual and Team Accomplishments | Celebrates student and staff achievement of benchmarks and milestones aligned to the vision. | Implements a system to acknowledge and celebrate individual and team academic successes on a consistent basis | Celebrates individual and team accomplishments on a formal and informal basis. | Celebrates individual and team accomplishments on an informal basis. | |
| 5 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Mutual Trust and Respect | Facilitates students and staff ability to demonstrate use of active listening with one another to set a tone of mutual trust and respect between all parties. Differentiates communication style and demonstrates a positive and appropriate rapport with students, staff, families, community members | Demonstrates active listening skills and incorporates different perspectives into decisions to set a tone of mutual trust and respect. Responds appropriately to differing sets of values or points of view. | Demonstrates active listening in conversations with students, parents, and staff to demonstrate empathy and concern for the well-being of individual students and staff personally and professionally | Responds to students, parents and staff in a respectful way. Listens respectfully to students, parents and staff. | |
| 5 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Transparent Decision Making | Provides a process/system for staff, parents, and students to proactively identify challenges and participate in opportunities to assist in solving challenges or making decisions that impact the schools progress toward achieving CIP goals. | Proactively identifies challenges and provides opportunities for students, staff, and parents to assist in solving challenges or making decisions that impact the schools progress toward achieving CIP goals. | Involves staff, students and parents in decision-making concerning CIP. Includes times on meeting agendas for adults to actively participate in school-wide decisions. | Ensures staff, students, and parents sit on committees for school improvement. Provides opportunities for students, staff, and families to voice questions or concerns | |
| 5 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Communication of Expectations & Progress | Implements systems, processes, and structures for two-way communication of concerns, decisions, plans, and on-going progress monitoring. | Creates expectations and puts structures in place for consistent communication from teachers to families about student progress | Develops systems to increase communication with families and the community. | Communicates key school information and events to staff on a regular basis. | |
| 5 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Conflict Resolution | Adjusts plans, and identifies strategies and opportunities for relationship building with staff based on analysis of individual conflicts and patterns of conflict between values and practice. Learns from and encourages differing perspectives to gain new perspectives and improve school-wide practices. | Incorporates different perspectives (including voices of dissent) into decisions consistently striving for mutually beneficial solutions that further the vision of the school. Analyzes sources of influence to fully understand resistant attitudes or behaviors. Makes decisions based on school vision, mission and goals and considers culture or individuals needs in planning and implementation of next steps. | Engages staff members in crucial conversations when consensus building and other collaborative strategies have not been effective. Handles dissent from subordinates in a constructive manner. Communicates decisions and utilizes effective strategies for addressing inappropriate staff, student, or parent actions, or absence of action, based on decision. | Identifies and resolves most conflict. | |
| 5 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

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Entry Form

Administrator Name:

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Documentation:

Event Comments:

Setting and Communicating Direction
Building Relationships
Developing the Organization
Leading Instruction
Securing Accountability

The Setting & Communicating Direction rubric is designed to support the school administrator in building a shared vision and plan for continuous improvement, fostering the acceptance of group goals, and setting and communicating high performance expectations.

| | 4 | 3 | 2 | 1 | 0 |
|---|---|--|---|--|---|
| Element | CIP: Continuous Improvement Plan | | PD: Professional Development | | |
| | Descriptors | | | | |
| Shared Purpose <input style="width: 30px;" type="text" value="5"/> | Aligns all key decisions to the vision. Sets benchmarks and milestones in place to check on the progress of the vision. <input checked="" type="checkbox"/> | Ensures the shared vision is clearly articulated and acted upon by staff via specific goals that explain what the vision looks like in the short-term and long-term. Conveys high expectations (verbal & written) for student learning that are aligned to school vision, mission, and goals. <input type="checkbox"/> | Enlists stakeholders in developing, maintaining, and implementing a vision and mission for high student achievement and college readiness. Communicates and/or references school vision focused on academic outcomes as evidenced by: o Posted vision/mission. o Referenced in planning sessions / <input type="checkbox"/> | Communicates and/or references school vision as evidenced by: o Posted vision/mission. o Referenced in planning sessions / meetings. o Referenced in communication materials. <input type="checkbox"/> | |
| Continuous Improvement Planning <input style="width: 30px;" type="text" value="5"/> | Works with the staff to incorporate action steps in CIP that include: o Differentiated PD with systematic monitoring and coaching. o Targeted student intervention systems for identified sub-populations. (differentiated plans /materials, data analysis, remediation/intervention delivery, progress monitoring, communication). <input checked="" type="checkbox"/> | Works with the staff to include task-analyzed objectives in CIP, aligned to goals, which are sequenced chronologically for PD and student intervention activities <input type="checkbox"/> | Works with the staff to: o Include task-analyzed objectives that identify milestones toward the goal. o Include action steps and timelines for achieving task-analyzed objectives. o Budget funds and allocate resources and responsible person(s) aligned to each objective. <input type="checkbox"/> | Aligns objectives to goal(s) in CIP. Lists measurable and attainable action steps for each objective in CIP. Includes source of funding for identified objectives. <input type="checkbox"/> | |
| Consensus Building Around the CIP <input style="width: 30px;" type="text" value="5"/> | Empowers others to lead conversations with grade level and content area teams centered on the CIP goals. <input checked="" type="checkbox"/> | Builds school consensus around the CIP. <input type="checkbox"/> | References goals in a variety of ways (e.g., meetings, planning sessions, and communications) to ensure the school-wide goals are present in everyone's mind. <input type="checkbox"/> | Shares CIP with staff. <input type="checkbox"/> | |

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The sections of the rubric visible for entry will depend upon the Observation Setting or Documentation Selected. Only one Setting or Documentation entry would be available at a time.

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Administrator Name

Administrator Name

Event Date

12/12/12

Observation Setting

Business Meeting

Documentation:

Event Comments:

Setting and Communicating Direction

Building Relationships

Developing the Organization

Leading Instruction

Securing Accountability

The Developing the Organization rubric is designed to support the school administrator in building collaborative cultures, fostering professional growth and leadership, and connecting the school to its wider environment.

| | 4 | 3 | 2 | 1 | 0 |
|---------------------------------------|---|--|---|--|---|
| | CIP: Continuous Improvement Plan | | PD: Professional Development | | |
| Element | Descriptors | | | | |
| Facilitation of Effective Meetings | <div>5</div> <div>Listens actively and connects meeting content to school goals and values.</div> <div>Ensures meeting participants share ideas concisely with clear points.</div> <div>Checks for understanding with meeting participants to ensure clear expectations for person(s) responsible, due date, and</div> <div><input checked="" type="checkbox"/></div> | <div><input type="checkbox"/></div> <div>Utilizes appropriate facilitation and leadership strategies for specific meeting.</div> <div>Utilizes a variety of strategies in an effective manner (e.g., clarifies ideas, establishes time limits, sticks to the agenda, and ensures priority items are adequately addressed).</div> <div>Shares responsibility with members of team for adhering to norms and referencing norms during meeting as needed.</div> <div><input type="checkbox"/></div> | <div><input type="checkbox"/></div> <div>Uses effective communication strategies for specific audience.</div> <div>Makes efficient use of time; progress is made on majority of action items.</div> <div>Uses one or more strategies for facilitation (e.g., clarifies ideas, establishes time limits, sticks to the agenda).</div> <div>Documents and utilizes norms as a strategy for achieving meeting outcomes.</div> <div>Ensures next steps are clearly identified.</div> <div><input type="checkbox"/></div> | <div><input type="checkbox"/></div> <div>Uses communication strategies for specific audience.</div> <div>Establishes norms.</div> <div><input type="checkbox"/></div> | |
| Recruitment, Retention and Succession | <div>5</div> <div>Identifies, equips, and places staff members in career pathway positions to ensure succession plans for every position in the school.</div> <div>Identifies and implements concrete strategies to retain high caliber teachers.</div> <div><input checked="" type="checkbox"/></div> | <div><input type="checkbox"/></div> <div>Provides formal and informal leadership opportunities to mentor emerging leaders, including development of highly effective leadership team members.</div> <div>Actively seeks and places student teachers and administrative interns with highly effective staff members to "grow own" candidates for new openings.</div> <div>Delegates appropriate tasks to competent staff members, checks on progress, and provides support.</div> <div><input type="checkbox"/></div> | <div><input type="checkbox"/></div> <div>Identifies, trains, and advises effective teachers in order to build leadership capacity consistent with school needs.</div> <div>Establishes systems for orientation, mentoring, and support for new classified and certified staff.</div> <div>Establishes relationships with new employees with frequent opportunities to address questions and needs.</div> <div><input type="checkbox"/></div> | <div><input type="checkbox"/></div> <div>Identifies effective teachers and provides opportunities to build leadership skills consistent with school needs.</div> <div>Supports ineffective teachers with intensive assistance plans.</div> <div><input type="checkbox"/></div> | |
| Change Process | <div>5</div> <div>Involves teachers in selective abandonment of practices unaligned to research-based strategy or CIP to overcome obstacles of time, resources, and energy required for new initiatives.</div> <div><input checked="" type="checkbox"/></div> | <div><input type="checkbox"/></div> <div>Manages change and moves key stakeholders from agreement to commitment, employing the tools and strategies most likely to be effective in various situations.</div> <div><input type="checkbox"/></div> | <div><input type="checkbox"/></div> <div>Uses knowledge of change theory to develop and apply specific strategies to support school staff as they engage in changing classroom practice in alignment with school and district initiatives.</div> <div>Addresses resistance to change; takes specific steps to move stakeholders to agreement.</div> <div><input type="checkbox"/></div> | <div><input type="checkbox"/></div> <div>Uses tools and strategies to build agreement for change.</div> <div><input type="checkbox"/></div> | |



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Entry Form

Administrator Name:
Event Date: 12/12/12

Observation Setting: Business Meeting
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Setting and Communicating Direction
Building Relationships
Developing the Organization
Leading Instruction
Securing Accountability

The Securing Accountability rubric is designed to support the school administrator in creating conditions for student success and contributing to the effective management of the school so that everyone can focus on teaching and learning. The school administrator monitors the continuous improvement plan (CIP) to meet or exceed rigorous, student achievement goals in order to close achievement gaps or maintain high levels of performance.

| | 4 | 3 | 2 | 1 | 0 |
|---|---|--|--|--|---|
| <div> <div> CIP: Continuous Improvement Plan PD: Professional Development </div> </div> | | | | | |
| <div> <div> Element </div> </div> | <div> <div> Descriptors </div> </div> | | | | |
| <div> <div> Manages Day-to-Day Operations </div> <div> <input type="text" value="5"/> </div> </div> | <div> Creates and maintains effective systems (e.g., discipline, attendance) to support and monitor instructional priorities and minimize interruptions to instruction. </div> <div> <input checked="" type="checkbox"/> </div> | <div> Creates and maintains effective systems (e.g., discipline, attendance) to support instructional priorities, ensuring a clean, safe, efficient, orderly, and effective learning environment. </div> <div> <input type="checkbox"/> </div> | <div> Creates systems (e.g., discipline, attendance) to support instructional priorities, promoting a clean, safe, efficient, orderly, and effective learning environment. </div> <div> <input type="checkbox"/> </div> | <div> Manages the organization and operation for a clean, safe, orderly, learning environment. </div> <div> <input type="checkbox"/> </div> | |
| <div> <div> Manages School Resources </div> <div> <input type="text" value="5"/> </div> </div> | <div> Allocates or reallocates resources time, schedule, technology, staff, funding) based on proven effectiveness in meeting student achievement goals. </div> <div> <input checked="" type="checkbox"/> </div> | <div> Collaborates with key staff to evaluate effectiveness of fiscal resource use relative to the attainment of school goals and improvement of student achievement. </div> <div> <input type="checkbox"/> </div> | <div> Collaborates with key staff to establish and implement a process for allocating appropriate fiscal resources to support the school goals and improve student achievement. </div> <div> <input type="checkbox"/> </div> | <div> Establishes a process to allocate appropriate fiscal resources that support the school goals and improve student achievement. </div> <div> <input type="checkbox"/> </div> | |

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Approved Pending Changes

Observation Settings

Documentation

| Rubric | Date of Event: | Observation Settings | | | | | Documentation | | | | | Element Totals | | | | |
|-------------------------------------|---|----------------------|----------|----------|-------------------|--|----------------------------------|---|--------------------------|---|--|----------------|-----|------|------|-----------------|
| | | 09/08/12 | 09/09/12 | 09/10/12 | Business Meetings | Professional Development / Learning Meetings | Continuous Improvement Plans and | Educator Goal Plans and School PD Plans | Student Achievement Data | | | Min | Max | Mode | Mean | No. Of Measures |
| Setting and Communicating Direction | Shared Purpose | 4 | 4 | | | | | | | | | 4 | 4 | 4 | 4 | 2 |
| | Goal Setting | 2 | 3 | | / | / | / | | | | | 2 | 3 | | 2.5 | 2 |
| | Continuous Improvement Planning | | 3 | 3 | 2 | | 4 | | 4 | | | 2 | 4 | 3 | 3 | 4 |
| | Consensus Around the CIP | | 3 | 3 | | | | | | | | 3 | 3 | 3 | 3 | 2 |
| Building Relationships | Accessibility | | | | | | | | | | | | | | | |
| | Celebrating Individual and Team Accomplishments | 3 | | | | | | | | | | 3 | 3 | 3 | 3 | 1 |
| | Mutual Trust and Respect | | | | | | | | | | | | | | | |
| | Transparent Decision-Making | | | | 2 | | 2 | | | | | 2 | 2 | 2 | 2 | 2 |
| | Communication of Expectations | | | | | | | | | | | | | | | |
| | Conflict Resolution | | | | | | | | | | | | | | | |
| Developing the Organization | Facilitation of Effective Meetings | 3 | | | | | | | | | | 3 | 3 | 3 | 3 | 1 |
| | Professional Development | 3 | | | | | | | | | | 3 | 3 | 3 | 3 | 1 |
| | Leadership Team | | | | | | | | | | | | | | | |
| | Recruitment Retention & Succession | | 2 | | | | | | | | | 2 | 2 | 2 | 2 | 1 |
| | Change Process | | | | | | 2 | | | | | 2 | 2 | 2 | 2 | 1 |
| Leading Instruction | Observing and Analyzing Instruction | | | | | | | | | | | | | | | |
| | Pre- and Post Conferencing | | | | | | | | | | | | | | | |
| | Educator Goal Plans | | | | | | | | | | | | | | | |
| | Supervision of Written Taught & Tested Curriculum | | | | | | | | 4 | | | 4 | 4 | 4 | 4 | 1 |
| Securing Accountability | Accountability for Goals | 1 | | | | | | | | | | 1 | 1 | 1 | 1 | 1 |
| | Accountability Systems | 2 | | | | | | | 1 | | | 1 | 2 | | 1.5 | 2 |
| | Manages Day to Day Operations | | 3 | | | 4 | | | | 4 | | 3 | 4 | 4 | 3.75 | 4 |
| | Manages School Resources | 4 | | | | | | | | | | 4 | 4 | 4 | 4 | 2 |
| | | | | | | | | | | | | | | | | |

Rubric

Element

Setting and Communicating Direction

Continuous Improvement Planning

Primary Evaluator Name:

Evaluator Name:

Reinforcement

Some text is entered here.

Administrator Name:

Some Name

Date:

Today's Date 12/12/12

Securing Accountability

Accountability Systems

Print

Refinement

Some text is entered here.

Educator Goal

Educator Goal Met?

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Save Reinforcement and Refinement



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Observation and Evaluation Comments

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District Name: [District Name](#)

School Name: [School Name](#)

| Observation Number | Observation Setting | Date | Comments |
|--------------------|-----------------------------------|------------|---|
| 1 | Leadership Team Meeting | 8/15/2011 | uis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident sunt in culpa qui officia deserunt mollit anim id est laborum. |
| 2 | Professional Development Delivery | 8/16/2011 | uis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident sunt in culpa qui officia deserunt mollit anim id est laborum. |
| 3 | Teacher and Evaluation Scoring | 9/01/2011 | uis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident sunt in culpa qui officia deserunt mollit anim id est laborum. |
| 4 | Teacher Post-Conference | 9/7/2011 | is aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident sunt in culpa qui officia deserunt mollit anim id est laborum. |
| 5 | Walk-Through Visit of Classroom | 9/25/2011 | is aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident sunt in culpa qui officia deserunt mollit anim id est laborum. |
| 6 | Leadership Team Meeting | 10/24/2011 | is aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident sunt in culpa qui officia deserunt mollit anim id est laborum. |
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| | | | |

Primary Evaluator Name: [Evaluator Name:](#)

Administrator Name: [Some Name](#)

Date: [Today's Date 12/12/12](#)

[Print](#)



Observation Settings Scores

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District Name: District Name

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School Name: School Name

Maximum 3 scores per event

| Rubric | Date of Event: | Leadership Team Meeting | | | Business Meetings | Professional Development / Learning Meetings | Plo or Grade Level Department Meetings | Teacher Observation and Scoring | Teacher Pre and Post Conference | Walk Through of Classrooms | Element Totals | | | | |
|-------------------------------------|---|-------------------------|----------|----------|-------------------|--|--|---------------------------------|---------------------------------|----------------------------|----------------|-----|------|------|-----------------|
| | | 08/08/12 | 08/09/12 | 08/10/12 | | | | | | | Min | Max | Mode | Mean | No. Of Measures |
| Setting and Communicating Direction | Shared Purpose | 4 | 4 | | | | | | | | 4 | 4 | 4 | 4 | 2 |
| | Goal Setting | 2 | 3 | | | | | | | | 2 | 3 | | 2.5 | 2 |
| | Continuous Improvement Planning | | 3 | 3 | 2 | 4 | 4 | | 4 | 4 | 2 | 4 | 3 | 3 | 4 |
| | Consensus Around the CIP | | 3 | 3 | | | | | | | 3 | 3 | 3 | 3 | 2 |
| Building Relationships | Accessibility | | | | | | | | | | | | | | |
| | Celebrating Individual and Team Accomplishments | 3 | | | | | | | | | 3 | 3 | 3 | 3 | 1 |
| | Mutual Trust and Respect | | | | | | | | | | | | | | |
| | Transparent Decision-Making | | | | 2 | 2 | 2 | | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| | Communication of Expectations | | | | | | | | | | | | | | |
| | Conflict Resolution | | | | | | | | | | | | | | |
| Developing the Organization | Facilitation of Effective Meetings | 3 | | | | | | | | | 3 | 3 | 3 | 3 | 1 |
| | Professional Development | 3 | | | | | | | | | 3 | 3 | 3 | 3 | 1 |
| | Leadership Team | | | | | | | | | | | | | | |
| | Recruitment Retention & Succession | | 2 | | | | | | | | 2 | 2 | 2 | 2 | 1 |
| | Change Process | | | | | | | | | | 2 | 2 | 2 | 2 | 1 |
| Leading Instruction | Observing and Analyzing Instruction | | | | | | | | | | | | | | |
| | Pre- and Post Conferencing | | | | | | | | | | | | | | |
| | Educator Goal Plans | | | | | | | | | | | | | | |
| | Supervision of Written Taught & Tested Curriculum | | | | | | | | | | 4 | 4 | 4 | 4 | 1 |
| Securing Accountability | Accountability for Goals | 1 | | | | | | | | | 1 | 1 | 1 | 1 | 1 |
| | Accountability Systems | 2 | | | | | | | | | 1 | 2 | | 1.5 | 2 |
| | Manages Day to Day Operations | | 3 | | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3.75 | 4 |
| | Manages School Resources | 4 | | | | | | | | | 4 | 4 | 4 | 4 | 2 |

| Rubric | Element |
|-------------------------------------|--|
| Setting and Communicating Direction | Continuous Improvement Planning |
| Reinforcement: | lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam. |

| Rubric | Element |
|-------------------------|--|
| Securing Accountability | Accountability Systems |
| Refinement : | lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam. |

Date: 12/12/12

Print

Administrator Name: _____

Primary Evaluator Name: _____



Observation Settings Scores

Name: Administrator Name

District Name: District Name

Page 17bL

School Name: School Name

Maximum 3 scores per event

| Rubric | | Date of Event: | | | Rubric | | | | | | | | | | Element Totals | | | | |
|-------------------------------------|---|----------------|----------|----------|---|--|--|--|--|--|--|--|--|--|----------------|-----|------|------|-----------------|
| | | 08/08/12 | 08/09/12 | 08/10/12 | | | | | | | | | | | Min | Max | Mode | Mean | No. Of Measures |
| Setting and Communicating Direction | Shared Purpose | 4 | 4 | | Rubric Setting and Communicating Direction Element: Shared Purpose Date of Event: 12/12/12 lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. | | | | | | | | | | 4 | 4 | 4 | 4 | 2 |
| | Goal Setting | 2 | 3 | | | | | | | | | | | | 2 | 3 | | 2.5 | 2 |
| | Continuous Improvement Planning | | 3 | 3 | | | | | | | | | | | 2 | 4 | 3 | 3 | 4 |
| | Consensus Around the CIP | | 3 | 3 | | | | | | | | | | | 3 | 3 | 3 | 3 | 2 |
| Building Relationships | Accessibility | | | | Teacher Pre and Post Conference Walk Through of Classrooms | | | | | | | | | | 3 | 3 | 3 | 3 | 1 |
| | Celebrating Individual and Team Accomplishments | 3 | | | | | | | | | | | | | 3 | 3 | 3 | 3 | 1 |
| | Mutual Trust and Respect | | | | | | | | | | | | | | | | | | |
| | Transparent Decision-Making | | | 2 | | | | | | | | | | | 2 | 2 | 2 | 2 | 2 |
| | Communication of Expectations | | | | | | | | | | | | | | | | | | |
| | Conflict Resolution | | | | | | | | | | | | | | | | | | |
| Developing the Organization | Facilitation of Effective Meetings | 3 | | | | | | | | | | | | | 3 | 3 | 3 | 3 | 1 |
| | Professional Development | 3 | | | | | | | | | | | | | 3 | 3 | 3 | 3 | 1 |
| | Leadership Team | | | | | | | | | | | | | | | | | | |
| | Recruitment Retention & Succession | | 2 | | | | | | | | | | | | 2 | 2 | 2 | 2 | 1 |
| | Change Process | | | | | | | | | | | | | | 2 | 2 | 2 | 2 | 1 |
| Leading Instruction | Observing and Analyzing Instruction | | | | | | | | | | | | | | | | | | |
| | Pre- and Post Conferencing | | | | | | | | | | | | | | | | | | |
| | Educator Goal Plans | | | | | | | | | | | | | | | | | | |
| | Supervision of Written Taught & Tested Curriculum | | | | | | | | | | | | | | 4 | 4 | 4 | 4 | 1 |
| Securing Accountability | Accountability for Goals | 1 | | | | | | | | | | | | | 1 | 1 | 1 | 1 | 1 |
| | Accountability Systems | 2 | | | | | | | | | | | | | 1 | 2 | | 1.5 | 2 |
| | Manages Day to Day Operations | | 3 | | | | | | | | | | | | 3 | 4 | 4 | 3.75 | 4 |
| | Manages School Resources | 4 | | | | | | | | | | | | | 4 | 4 | 4 | 4 | 2 |

| Rubric | Element |
|-------------------------------------|--|
| Setting and Communicating Direction | Continuous Improvement Planning |
| Reinforcement: | lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam. |

| Rubric | Element |
|-------------------------|--|
| Securing Accountability | Accountability Systems |
| Refinement: | lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam. |

Date: 12/12/12

Print

Administrator Name: _____

Primary Evaluator Name: _____



Observation Settings Scores

Name: Administrator Name

District Name: District Name

Page 17bL

School Name: School Name

| Rubric | Date of Event: | | | | | | | | | | | Element Totals | | | | |
|-------------------------------------|---|----------|----------|----------|-------------------------|-------------------|--|--|---------------------------------|---------------------------------|----------------------------|----------------|-----|------|------|-----------------|
| | | 08/08/12 | 08/09/12 | 08/10/12 | Leadership Team Meeting | Business Meetings | Professional Development / Learning Meetings | Pic or Grade Level Department Meetings | Teacher Observation and Scoring | Teacher Pre and Post Conference | Walk Through of Classrooms | Min | Max | Mode | Mean | No. Of Measures |
| Setting and Communicating Direction | Shared Purpose | 4 | 4 | | | | | | | | | 4 | 4 | 4 | 4 | 2 |
| | Goal Setting | 2 | 3 | | | | | | | | | 2 | 3 | | 2.5 | 2 |
| | Continuous Improvement Planning | | 3 | 3 | 2 | | 4 | | 4 | | 4 | 2 | 4 | 3 | 3 | 4 |
| | Consensus Around the CIP | | 3 | 3 | | | | | | | | 3 | 3 | 3 | 3 | 2 |
| Building Relationships | Accessibility | | | | | | | | | | | | | | | |
| | Celebrating Individual and Team Accomplishments | 3 | | | | | | | | | | 3 | 3 | 3 | 3 | 1 |
| | Mutual Trust and Respect | | | | | | | | | | | | | | | |
| | Transparent Decision-Making | | | 2 | | 2 | | 2 | | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| | Communication of Expectations | | | | | | | | | | | | | | | |
| | Conflict Resolution | | | | | | | | | | | | | | | |
| Developing the Organization | Facilitation of Effective Meetings | 3 | | | | | | | | | | 3 | 3 | 3 | 3 | 1 |
| | Professional Development | 3 | | | | | | | | | | 3 | 3 | 3 | 3 | 1 |
| | Leadership Team | | | | | | | | | | | | | | | |
| | Recruitment Retention & Succession | | 2 | | | | | | | | | 2 | 2 | 2 | 2 | 1 |
| | Change Process | | | | | | | | | | | 2 | 2 | 2 | 2 | 1 |
| Leading Instruction | Observing and Analyzing Instruction | | | | | | | | | | | | | | | |
| | Pre- and Post Conferencing | | | | | | | | | | | | | | | |
| | Educator Goal Plans | | | | | | | | | | | | | | | |
| | Supervision of Written Taught & Tested Curriculum | | | | | | | | | | | 4 | 4 | 4 | 4 | 1 |
| Securing Accountability | Accountability for Goals | 1 | | | | | | | | | | 1 | 1 | 1 | 1 | 1 |
| | Accountability Systems | 2 | | | | | | | | | | 1 | 2 | | 1.5 | 2 |
| | Manages Day to Day Operations | | 3 | | | 4 | | 4 | | 4 | | 3 | 4 | 4 | 3.75 | 4 |
| | Manages School Resources | 4 | | | | | | | | | | 4 | 4 | 4 | 4 | 2 |

| Rubric | Element |
|-------------------------------------|--|
| Setting and Communicating Direction | Continuous Improvement Planning |
| Reinforcement: | lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam. |

Date: 12/12/12

| Rubric | Element |
|-------------------------|--|
| Securing Accountability | Accountability Systems |
| Refinement : | lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam. |

Administrator Name: _____

Primary Evaluator Name: _____

An employee signature on this document indicates that he/she has received the information and has had an opportunity to discuss with the supervisor

10/17/11 Changes

3L Remove teacher type - some typos corrected

4L typos - Modify global navigation

15 Change title, delete min max text on right, typos

All sections - remove comments from right hand of all documents

Remove Evaluation Notes.

Move Comments to top / per Al D.

Remove Logout - All Screens . This will be handled with the global navigation links

Add Global Navigation Links for Administrator section.

Change Leader to Administrator - per Christine Morris

Added content to track the number of events and elements scored for Administrators for discussion.

10/18/11

3L Change text to "Enter Scores"

3L change button text to "Enter Scores"

Review Browser window titles all screens

Bottom Section to reelect Teacher Tool Refinement and Reinforcement entry.

Get legal language for Teacher and Administrator report

Move Signature lines to a new score page.

Add Comments page

Add two pages for score output.

All pages Observation Entry Tool - remove text regarding event / evaluation progress